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BY THE RESIDENT EDITORS.

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THE PRIZE ESSAY.—CRIME;—ITS CAUSE
AND CURE.

THE late discussion in regard to the Prize Essay read before the American Institute, at New Haven, on "Crime—its Cause and Cure," has excited the attention of educators and philanthropists throughout the country. It was a singular fact that the committee of gentlemen who read the essay and awarded it the prize, had not been able to discover that the educational system of New England was referred to in terms of strong derogation, nor had they found in it, what nearly all who took part in the debate seemed to have found, anything which they deemed a libel upon the educational system of this part of the country.

There was, without doubt, much misapprehension of the author's meaning, in the first part of the essay; and much that was not intended to apply to our system, was understood as having a direct bearing upon it. This was unfortunate, and might have been avoided, had the author entered into a fuller expression of his views as to the relative merits of the systems of different countries. The manner in which statistics were applied we believe to be erroneous, and the conclusions unreasonable and unsatisfactory. But a careful perusal of the essay in question, will, we think, have a more favorable impression on the public mind in regard to it, than would be entertained from the aspect which it presented to the highly distinguished gentlemen who participated in the debate; and will satisfy all, that, although statistics may have been misapplied, due credit was given to New England for the relative superiority of her educational system in respect to its moral character and influ-

ence. Such superiority was distinctly admitted in that part of the essay to which we have referred.

Admitting that the author entered into no especial laudation of our system of education, yet we cannot see that its comparative excellence was underrated, nor that there appear, after a careful perusal, real grounds for so much severe censure.

We trust the essay will be published, so that its fallacies, if it contains any, may be exposed; and also that the truly noble views which have been advanced in the latter part of it, may exercise their proper influence. The moral influence of our common school system of instruction is not so strong as it might be, and it was the chief object of the essay to show this, and point out the remedy. It therefore deserves attention. There are propositions in it which are somewhat startling, and which open a wide field for discussion. We trust that they will be fully considered.

We would now call attention to the following communication.

For The Massachusetts Teacher.

MR. EDITOR.—The last number of the "Teacher" contains a report of the doings of the American Institute of Instruction, at their late session in New Haven. The reporter attempts to give an abstract or outline of the essay, read by me before the Institute at that time.

With the *general fairness* of the report in relation to the essay, and of the debate which ensued thereon, I had no fault to find. But there are one or two points misrepresented or overstated, (it is presumed without any evil intent,) which I wish to set right, that the misconception, already prevalent to some extent in regard to the character of that production, may not be confirmed and more widely spread through the medium of your journal.

On page 310, fourth paragraph, the report holds the following language, viz.:—"He (Mr. P.) doubted whether, when we have simply taught one to read, and no more, we have really done him any good. Facts would show that to make one good, we must do something more than to teach him to read and write. *This of itself only makes men more capable of doing evil.*"

Such is the language of the report. The italicizing is mine. Now I will give you the language of the essay. "Facts will show that to make men good, we must do something more for them than teach them to read and write. Knowledge, an enlightened intellect, unaided and unrestrained by moral culture, *may* only serve to make a man the greater villain." This is quite different from the language of the report.

Intellectual culture makes a man more capable of doing *either good or evil.*

Again, the following language on page 212, paragraph first, professedly setting forth the doctrine of the essay, does not do it justice. "Legislatures have seemed to take it for granted that all that was necessary to reform men, was to enlighten them. A school does not generally embrace the idea of inculcating good moral principles and good manners. The same thing is true of our school-books. And the same defect runs through our Normal Schools, and the examination of teachers." The essay does not say *this* either of legislatures, or schools, or normal schools, or examinations, or books.—The essay says:—"Legislators and educators and *all* have been *too much* in the way of thinking that in order to reform the world it is only necessary to enlighten it. Look at our legislation, our books, our examinations, our rules and regulations; yea, the whole school movement. A good school with us, *in the ordinary acceptance of the terms*, is understood to mean one in which the languages and sciences and polite accomplishments are well taught, where a boy may be prepared for college, or for the counting-room; and a girl fitted for polished society. By a *good school* is not meant,—*I will not say in any degree*, but, *first of all and chiefly*,—a school in which sound principles and good manners are inculcated; where the cardinal virtues of justice, temperance, and truth, occupy the *same* platform with grammar, history, and arithmetic." The essay does not set forth that either our legislatures or our schools *repudiate* or *totally neglect* morals in education, but that they do not *sufficiently insist* upon them, they do not put them on an equality with the intellectual branches of study.

The debate, which seems to be pretty faithfully reported, is almost throughout a misrepresentation of the doctrine of the essay. Those who took part in it, speak of the essay as though it imputed the increase of crime and immorality directly to *education*, to the *education of our schools*. But it is not so. The essay only asserts that the education of our schools has *not prevented* the increase of crime; that it has not checked it so much as it *might* have done; and for the reason that there has been a deficiency of moral training in them. It closes with an earnest exhortation to teachers, and all others interested in the subject, to give that attention to *moral instruction* which its relative importance demands.

It is my intention to publish the essay, so that all who wish it, may be able to judge of its character, and see whether it merits the denunciation it has received of being "*a slander and a libel*" upon our common schools.

Respectfully yours,

C. PEIRCE.

Waltham, Oct. 12, 1853.

POPULAR EDUCATION IN THE UNITED STATES.

(From the Edinburgh Review for July, 1853.)

THE man still lives who can remember the United States of America as the humble dependencies of Great Britain. A few remote colonies fringing the shores of the Atlantic, hemmed in by mountains and forests, had made little impression on the wilderness. Almost without roads, a mere bridle path sufficed for their weekly mail. No banks nor moneyed institutions gave aid to commerce. Agriculture resorted to the rudest tools. A small class of vessels confined to the coasting trade, the fisheries, or an occasional voyage to the West Indies or Europe, formed their shipping. Manufactures and the mechanic arts were in their cradle. A little molasses was distilled into rum. A few coarse cloths were made in the hand loom, and so inferior were the sheep that a traveller predicted broadcloth could never be manufactured.

Some iron had been melted with charcoal, but furnaces and forges languished under jealous governors. The vast beds of coal which underlie the Middle States were unknown, and cotton, the great basis of modern manufactures, had not blossomed in the Colonies. The policy of the mother country was to make marts for her merchants, and to restrict the Colonies to the cultivation of tobacco, indigo, rice, and to breadstuffs, and the shipment of these staples, with staves, lumber, and naval stores, to the mother country. These articles were dispensed by England to the residue of Europe.

The population of these Colonies was less than 3,000,000; and their chief seaports, Boston, Newport, New York, and Philadelphia, contained each from ten to twenty thousand inhabitants.

But the Colonists, although poor, and indebted to the British merchants, had carried with them from their native land an inalienable love of freedom; were tenacious of their rights, and resolute in their opposition to excise and stamp acts. They spurned the idea of taxation without representation. England was sadly misguided; a seven years' war ensued. The British arms, often victorious, achieved no permanent success, and were finally foiled by an endurance never surpassed. The Colonists prevailed, but their success was almost ruinous. At the close of a protracted war they found their country impoverished, their Union dissolving, their seaports desolate, their ships decayed, and the flower of their youth withered in the field or in the prison-ship. From this period of gloom and exhaustion little progress was made until the adoption of the Constitution in 1788, and the funding of the public debt under the wise administration of Washington.

We now begin a new era. Let us consider what advance the United States have made from this dawn of the nation in the sixty years which have ensued. The country has shown a renovating power. The flood of population has swept over the Alleghanies, crossed the blue Ohio and Father of Waters, followed the shores of the Great Lakes, and is rolling up the Missouri of the West. Its advancing tide has already enlivened the coasts of Florida and Texas, and reached the shores of Oregon and California. The thirteen States have swelled to thirty-one, and the national territory now covers 3,000,000 of square miles, mostly adapted to cultivation.

A prolific and almost exhaustless soil invites the Western husbandman.

The implements of husbandry, improved by thousands of patents, have adapted themselves to a country in which land is cheap and labor dear, and some of them compete successfully with English tools in foreign markets.

Cotton has been acclimated, and gives yearly its 3,000,000 of bales. Tobacco yields its 170,000 hogsheds, and sugar of recent introduction, a similar amount. Such is the capacity of the country for breadstuffs, that the failure of a crop in Europe draws out a supply not only sufficient to check the march of famine, but to baffle all previous calculation. Manufactures have become firmly rooted. The manufacture of iron annually reaches to 600,000 tons. Not less than 700,000 bales of cotton also are consumed in the country, if we may rely on the late census.

Not only do short-horn Durhams graze on the plains on the Ohio, but the Spanish and French merinos and Saxon flocks have been imported, and the native race been gradually improved.

The home manufacture now consumes 52,000,000 pounds of native wool, besides large imports of foreign from Turkey, Buenos Ayres, and Africa. A single State manufactures boots and shoes to the yearly value of £6,000,000 sterling, and exports glass wares, cotton goods, and wooden ware to India, South America, and the Mediterranean. Singular as it may appear, the United States now draw some of their raw materials from Great Britain. Large shipments of skins and hides are often made from London and Liverpool, to be tanned into leather by cheap and expeditious processes in the hemlock forests of New York.

Before the Revolution an American book was a rarity; but now rags are imported from England and Italy, converted into paper by patented machines, and circulated in books and journals through North America. Some of these journals issue 50,000 copies daily, and there are publishers who find an an-

nual vent for 150,000 copies of geographies and arithmetics. It is doubtless true that less attention is given in the States to more costly and delicate products of art than in Europe; but it is also well understood, that many of the most expert manufacturers declined to send their goods to the London Exhibition, for they preferred the home market to the European, and wished to invite no rivalry in goods suited to the States.

The late census exhibits the rapid progress of the mechanic arts throughout the Union. In other departments the United States have not been dormant. While Mexico has for sixty years either receded or remained stationary in the population of its states and cities, the United States have increased from 3,000,000 to 26,000,000, and now exhibit an annual accession of 1,100,000 people.

The city of New York, with its suburbs, presents 700,000 inhabitants; Philadelphia, 500,000; Boston, with its environs, 300,000; and Baltimore nearly 200,000 in one compact body. Cincinnati and New Orleans respectively exceed 100,000; and St. Louis, Louisville, Pittsburg, Albany, and Buffalo, follow close in their rear.

The country is threaded by numerous post roads, interlaced by 13,000 miles of railway, and still more closely united by a greater length of telegraph wires. By means of these, a message can be sent hundreds of miles for a shilling, and the merchant at New Orleans can in the same day charter ships at New York or Boston, and order their cargoes from St. Louis or Cincinnati; while the orator addresses in the same hour audiences in all the large cities of the Union.

The mails, accelerated by steam, bear letters from Savannah to Eastport for a stamp costing little more than the penny postage of England. The foreign trade exhibits an aggregate of £80,000,000 sterling of imports and exports. The inland commerce exceeds the foreign, while the shipping at this moment, December, 1852, amounts to 4,000,000 of tonnage, and is annually growing at the rate of 300,000 tons.*

Banking houses and insurance companies are established throughout the Union. Steamers throng the coast and rivers to the amount of 400,000 tons, and are claimed as an American invention. In other respects, the advance of this nation is interesting to England. The United States, not content with

*“Registered, enrolled, and licensed tonnage of			
United States, June 30th, 1850,	-	-	3,535,454.28
June 30th, 1851,	-	-	3,772,439.43
Vessels built in the United States, year ending June			
1850, 1,360: tonnage,	-	-	272,218.54
June 30, 1851, 1,367: tonnage,	-	-	298,203.60
June 30, 1852, 1,448: tonnage,	-	-	351,494

See U. S. documents, Commerce and Navigation, 1852 and 1853."

the vast emigration they annually absorb, have borrowed at least one-third of the sailors of the British nation, and placing them before the mast, officer their ships with young Americans. They then navigate them with half the crews employed by other nations, viz., with two or three men only to the 100 tons, command high freights, and perform their voyages with certainty and despatch.

They have copied, too, the railway, almost as soon as England had invented it; and have not only given it a wide diffusion, but import from England a large part of their rails, and then manage their iron ways with less expense, with more profit, and with lower charges than are customary in England. By what appliances has this nation, in a little more than a half a century, thus emerged from poverty and weakness, absorbed and civilized the outcasts of Europe, and been able to achieve such remarkable changes?

The inquiry is one of no common interest to the world. Should the population of the United States progress for one century more as it has done for the past sixty years, and the Union continue, the number of its inhabitants would exceed 300,000,000. Such a people, fronting on two oceans, with a temperate climate and vast expanse of country, must exert, under any circumstances, an increasing influence over the globe. What agencies are at work to shape and temper that influence? The progress of the United States of America is often ascribed to their form of government; this combines many features of the English, and is borrowed in part from the institutions of England. It has doubtless aided their growth, although it does not uniformly draw into the public service the highest order of character. But republics have neither stability nor safety, unless founded on virtue and intelligence. We have seen the republics of Mexico and La Plata alternating with despotism; and the republic of France revolutionized in a night. We must look behind the Constitution of the United States at the knowledge and virtue which characterize their citizens, at the culture and training which foster those indispensable requisites.

Education is not indissolubly connected with any frame of government. It may be cherished and flourish under a limited monarchy or a republic. It is requisite for the full development of each. And while efforts are made to extend it in England, it may not be amiss to inquire how far it has been cultivated, and what shape it is assuming, on the other side of the Atlantic.

If the plant shows a novel hue or more vigorous growth west of the Atlantic, the system of the western gardener demands attention. And if we find there unprecedented results from the action of mind upon matter, we may well ask what has roused that mind to action; what has given an impulse and direction to

its movements. Let us take a brief view of education in the United States.

Many of the early settlers of New England and the Middle States were men of letters: they carried with them a love for learning to the wilderness. They considered it essential to their progress, and founded schools and colleges as soon as they had gained a foothold in the country. Schools soon multiplied; colleges were established in Massachusetts, Connecticut, and New Jersey. The fame of Harvard, Yale, and Princeton, reached the mother country before the Revolution, and found many benefactors in the British Isles. In these colleges were reared some of the prominent leaders in the Revolution, and many of the statesmen who framed the Constitution.

The State of Massachusetts, one of the oldest of the original thirteen, was particularly active in the cause of letters. As early as 1635 the public Latin school was founded in Boston, and soon after, every town containing 100 families was required to maintain a school, with a teacher competent to fit youth for the university. Three colleges were subsequently founded in Massachusetts.

The deep-seated respect for learning is evinced by the Constitution and laws adopted by this State. By its Constitution (chap. v, sec. 2,) it is made the duty of the magistrates and legislatures, "To cherish the interests of literature and science, and all seminaries of them, and to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings, sincerity and good humor, all social affections and generous sentiments among the people."

In accordance with the Constitution, the revised statutes provide for a school, to be opened at least six months annually, in each town containing fifty householders; for similar schools, and instruction in bookkeeping, surveying, geometry and algebra, in all towns containing 500 householders; and in towns containing 4000 inhabitants, for the continuance of such schools for at least ten months, with masters competent to teach rhetoric, logic, history, and the Greek and Latin languages.

By such statutes (chap. xxiii, sec. 7,) provision is expressly made for instruction in morals; and all teachers are required to "impress on the minds of the children and youth committed to their care and instruction, the principles of piety, justice, and sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry, frugality, chastity, moderation and benevolence, and those other virtues which are the ornament of human society."

By sec. 8 of the same chapter it is provided that "It shall be the duty of the resident ministers of the gospel, the select

men and school committee in the several towns, to exert their influence, and use their best endeavors that the youth of their town shall regularly attend the schools established for their instruction."

To defray the expenses of education no specified tax is imposed, and it remains optional with each town to raise any amount found requisite. But a school fund has been formed, and no town can participate in the income of the fund, unless it raises by tax at least one dollar and a half for every child within its limits, between the age of five and fifteen years; and the spirit of the citizens is evinced by the fact, that the average sum raised by volutary tax for each child within the age for education, is nearly threefold the amount prescribed by statute.

Boston, the ancient capital of this State, has ever taken a distinguished part in the culture of learning. Its Latin school and other institutions stood high before the Revolution, but have made great progress since.

Before this period, females did not participate in the benefits of the public schools; but in 1789 they were permitted to attend. Down to 1817 pupils were not admitted to the public schools until they had learned to read; but in that year primary schools were opened for both sexes. In 1821 a public high school was established in Boston, which now contains nearly 200 pupils, under four highly educated teachers, and gives instruction in drawing, bookkeeping, elocution, the higher mathematics, logic, philosophy, the French and Spanish languages. The public Latin school, with five able masters, and 195 pupils, prepares youth for the universities.

A normal school accommodating 200 girls, who have completed with success the course of studies in the grammar schools, under the instruction of five accomplished teachers, qualifies every year nearly 100 graduates to perform the duties of teacher in the schools for the younger children.

Reading, spelling, arithmetic, and music are taught in all the primary schools, and to these branches are added in the grammar schools, writing, geography, English grammar, history, and exercises in writing the English language for all the pupils, and declamation for the boys. In proportion to her population, Boston expends annually a larger amount of money for public schools than any city in the United States. Boston has now more than \$1,200,000 invested in schoolhouses; and with a population of 138,000, has 22,000 in her public schools, employs 350 teachers, and expends annually more than \$300,000 for the education of the people. All these schools are free, and three officers are employed to look after truant and idle children, and to induce their parents to send them to school. And yet Boston is aiming at a still higher standard of popular

education, and in order to attain it employs a superintendent who, in the language of the law defining his duties, "shall devote himself to the study of the school system, and of the condition of the schools, and shall keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the advancement of the public schools in this city."

Under these heavy disbursements for education, the city has made rapid progress in wealth, commerce, and population,—has taken the lead in manufactures, railways, the India trade, and the improvement of naval architecture.* Its progress will appear in the following table based upon official documents:—

	1840.	1850.
Population of Boston, - - -	83,979	138,788
Population of Boston and suburbs, -	158,546	269,874
Assessors' valuation of Boston, \$	94,581,600	\$210,000,000
Tonnage of Boston per returns of 1842 and 1851, - - - -	193,502	343,308

While the capital of the State has been active in the advancement of letters, the State government has not been unmindful of its duties under the Constitution and laws. Aid has been given by liberal grants to the university and colleges; three normal schools for the education of teachers have been established at the public expense. A Board of Education has been created, composed of the principal officers of State, with a working secretary and two agents, who traverse the State and draw attention, by addresses and conference with teachers, to school architecture, the best modes of teaching, and the importance of a higher standard of education.

Institutes or meetings of teachers and friends of education, are held in various parts of the State, under the sanction of the Board of Education, and a corps of professors employed to address them on the best mode of imparting knowledge, and to lecture on grammar, elocution, arithmetic, music, and drawing. Professors Guyot and Agassiz are now engaged in that duty. Four or five days are devoted to each of these institutes, and so popular and useful are these meetings, that the cities and villages where they are held, provide lodgings for the teachers at their own expense, and are clamorous for their turns.

Under the stimulus thus given to education, we are not sur-

* The Boston clipper, "Sovereign of the Sea," a ship of 2200 tons, with a crew of 35 men, is reported in the New York Journal of May last, to have made her passage from the Sandwich Islands, around Cape Horn, to New York, in 80 days; and in one day to have run 430 miles, or 18 miles per hour. Another clipper, of 4000 tons, to carry four masts, was in May last on the stocks at Boston.

prised to learn, from the report of the Board, that in this small State, with a harsh climate and sterile soil, with but 7,600 square miles of surface, and 1,000,000 of people, there were, in 1851, 3,987 schools, or one for 2 square miles of surface, and an unusual expenditure on schools, including buildings, not far from \$1,500,000, or to learn the facts condensed in the following table:—

RETURNS OF MASSACHUSETTS.

	1837.	1851.
Number of children in the State from 4 to 16, - - - - -	184,896	
Number of children in the State from 5 to 15, - - - - -	- - -	196,536
Number of children in public free schools in summer, - - -	- - -	179,497
Number of same in winter of all ages, - - -	- - -	199,429
Average attendance in winter, - - -	- - -	152,564
Number of teachers, - - -	5,961	8,694
Average length of school term, - 6 mo. 25 days	7 mo. 14 days.	
Wages of male teachers per month, -	\$25.44	\$36.29
Wages of female teachers per month, -	\$11.38	\$15.25
Average tax per child of educational age, assessed principally on property, - - -	\$2.59	\$4.71
Amount raised for wages, fuel and books, exclusive of repairs and new structures, - - -	\$387,184	\$915,389
Population of State per census of 1840 and 1850, - - -	737,699	992,499
Assessors' valuation of taxable property in the State for returns of 1840 and 1850, - - -	\$299,878,329	\$597,936,995
Whole amount expended in public and private schools in Massachusetts—exclusive of buildings, in 1851, -	- - -	\$1,353,700.63
Amount of public school fund, - - -	- - -	\$1,000,000

It is easy to draw the inference from this table, that the standard of education has been raised, the quality of teachers and teaching improved, while the State has continued to increase to a remarkable extent in population, and still more rapidly in wealth.

During the period in question, this State, which is devoted in a great measure to manufactures, has absorbed between one and two hundred thousand illiterate emigrants from Ireland.

In the schools of Massachusetts, no instruction is given in the tenets of any religious denomination. The schools usually are opened with reading a chapter of the Bible, and a brief prayer, or address, from the master; but the duty of the master and the committee to inculcate morals is by no means forgotten. It is

prescribed by the fundamental laws, and the attention paid to it may be inferred from the following passages, which we cite from the report of a school committee to their constituents, in the little town of Winchendon, in Worcester county.

"The object of education is not merely to teach the pupil to read, to learn the news of the day, to write, to cipher, to keep his accounts, but to receive that thorough mental discipline which may prepare him for any sphere in which he may be called to move; that development of the mind which will elevate and ennoble his aspirations; that cultivation of the faculties which will awaken a quenchless thirst for knowledge; that influence on the mental powers which will incline them to the truth, as delicately as the needle seeks the pole. Its object is to make strong minds, courageous hearts, prompt, active, and energetic men."

"In relation to obedience, diligence, stillness, decorum, manliness of manners, respect to superiors, the pupil should be disciplined most thoroughly."

The committee conclude with this earnest appeal, as applicable to England as to America —

"Shall not we, the moral guardians, the foster-fathers of the children of the ignorant and dependent, see that our wards, whom Heaven has put into our hands, are provided for?"

The report of the town of Cambridge in Massachusetts takes the ground that,—

"Our wealth is in the mines of the intellect that lie hidden in the popular body, and not in gold or silver coin." "To make this wealth available, we must labor not only to extend some education to all, but to put the best education within the reach of those who can turn it to the best account." "No wastefulness is so mischievous as this, to leave the high faculties to run to waste."

"Our duty is 'to awake a just conception of what is exalted in feeling and conduct, and an inextinguishable love of moral purity and intellectual culture.' The great objects of school education are to give children such habits, tastes, and ideas, as will strengthen them against the temptations to which they are exposed, and form their characters for further progress."

When such sentiments and views guide the managers of the schools, may not the Catechism be safely left to the religious instructor?

One more extract must suffice. A Boston committee gives us some light on the effect of schools on the population of the city, one half of which now consists of emigrants from Ireland and their children. "By these schools much has been done to convert the stagnant pools of ignorance and vice into pure and healthful fountains of knowledge, whose life-giving power pervades and penetrates all portions of society."

A noble library, just founded in Boston by Mr. Bates, of London, of the House of Baring Brothers, and a native of Massachusetts, will aid and extend the influence of the schools.

The great State of New York, the most populous in the Union, has since 1825, when the Erie Canal was built, paid marked attention to education.

De Witt Clinton gave an impulse to both. New York has gradually been accumulating large funds for the advancement of letters, and annually increasing its appropriations for that object. Under the auspices of the State, several colleges and universities have been founded, eleven of which report to the State in 1851, that 1801 students are in attendance. One hundred and sixty academies also report their pupils as 15,947, their permanent endowments at \$1,694,660. They give the salaries of their teachers as \$247,341, and their libraries as containing 72,568 volumes.

The superintendent of the common free schools reports the entire number of school districts as 11,297, and the entire expenditure for 1849, on the free schools of the State, as \$1,766,668. We have condensed from several reports the following summary.

Population of the State in 1850,	-	-	-	3,097,394
ditto 1840,	-	-	-	2,428,941
Number of children between the ages of five and sixteen years in the State, 1850,	-	-	-	735,188
Number of children of all ages taught during the year,	-	-	-	794,500
Whole amount of money expended in common schools, including buildings, salaries, fuel, and books in 1849,	-	-	-	\$1,766,668
Amount paid for buildings, fuel, &c., included in sum above,	-	-	-	\$398,097
Amount contributed by State from general tax and income of lands,	-	-	-	\$906,822
Income of school funds, 1849,	-	-	-	\$302,524
Number of volumes in district school libraries,	-	-	-	1,449,950
Average length of school term, 1849, eight months.	-	-	-	
Whole amount received and expended in common schools in 1825, but	-	-	-	\$265,720

The State of New York, as will appear from the above, is fast increasing its outlay on schools, and has liberally provided a library for each district. The State has also established normal schools, which are tending to improve the teachers, and raise the standard of qualification for office throughout the State.

Teachers' institutes have been authorized, and will soon be commenced. A school journal has also been established, which serves as the official channel of communication between the superintendent and the officers of the district, and contributes to the improvement of the system of public instruction. The library and journal, as appendages of the common school, are apparently peculiar to New York.

With respect to new sites and structures for school-houses, the superintendent reports that an increased regard to the com-

fort, convenience, and health, both of pupils and teachers, and to refined taste, has been manifested. He recommends enlarged sites for school-houses, the introduction of tasteful shrubbery, useful and ornamental plants, and, while providing for wholesome exercise, would make some provision for developing those higher faculties of our nature, which can appreciate the beautiful, tasteful and ornamental.

The city of New York, the commercial centre of the New World, is making progress in her schools. A few years since they were inferior to those of New England; but of late years its most able and influential citizens have taken them in charge, and rapid improvement has been made. Normal schools have been established, evening schools have begun to instruct the adult emigrants, who land there from Ireland and Germany without the rudiments of knowledge, and a free academy has been opened to teach the higher branches and the ancient languages to the most distinguished graduates of the grammar schools. The following table gives the statistics of the schools. We would remark, however, that some deduction must be made from the aggregate number of scholars on the registers of the city and State of New York, as those who remove from district to district during the year are sometimes twice entered on the register.

Whole number of children in the city between five and fifteen years of age, January, 1850,	-	-	-	90,145
Whole number entered on register in schools during the year 1849 of all ages,	-	-	-	102,974
Number in free academy,	-	-	-	382
Number in evening schools,	-	-	-	3,450
Number in private, church, and other schools,	-	-	-	18,250
Amount paid for teachers' salaries, 1850,	-	-	-	\$274,790
New buildings, -	-	-	-	\$32,000
Repairs, -	-	-	-	\$18,660
Sites, -	-	-	-	\$41,680
Cost of evening schools,	-	-	-	\$16,621
Cost of free academy, -	-	-	-	\$16,270
Entire cost of free schools,	-	-	-	\$400,029
Population of city proper, 1850,	-	-	-	515,347
ditto 1840,	-	-	-	312,710

In the schools of the city and State of New York, the exercises are usually begun by reading a passage from the Bible; but no favor is shown to any religious denomination. The degree of moral culture afforded by these schools—their influence over the community, and the favor with which they are regarded, may be inferred from the extract we subjoin from the Annual Report of the Superintendent of Common Schools to the Legislature for 1850, page 19.

"The idea of universal education is the grand central idea of the age. Upon this broad and comprehensive basis all the experience of

the past, all the crowding phenomena of the present, and all our hopes and aspirations for the future, must rest. Our forefathers have transmitted to us a noble inheritance of national, intellectual, moral, and religious freedom. They have confided our destiny as a people to our own hands. Upon our individual and combined intelligence, virtue, and patriotism rests the solution of the great problem of self-government. We should be untrue to ourselves, untrue to the memory of our statesmen and patriots, untrue to the cause of liberty, of civilization and humanity, if we neglected the assiduous cultivation of those means by which alone we can secure the realization of the hopes we have excited. Those means are the universal education of our future citizens without discrimination or distinction. Wherever in our midst a human being exists with capacities and faculties to be developed, improved, cultivated, and directed, the avenues of knowledge should be freely opened, and every facility afforded to their unrestricted entrance. Ignorance should no more be countenanced than vice and crime. The one leads almost inevitably to the other. Banish ignorance, and in its stead introduce intelligence, science, knowledge, and increasing wisdom and enlightenment, and you remove in most cases all those incentives to idleness, vice, and crime, which produce such frightful harvests of retribution, misery, and wretchedness. Educate every child 'to the top of his faculties,' and you not only secure the community against the depredations of the ignorant and the criminal, but you bestow upon it instead, productive artisans, good citizens, upright jurors and magistrates, enlightened statesmen, scientific discoverers and inventors, and the dispensers of a pervading influence in favor of honesty, virtue, and true goodness. Educate every child physically, morally, and intellectually, from the age of four to twenty-one, and many of your prisons, penitentiaries and almshouses will be converted into schools of industry and temples of science; and the amount now contributed for their maintenance and support will be diverted into far more profitable channels. Educate every child, not superficially, not partially, but thoroughly; develop equally and healthfully every faculty of his nature, every capability of his being, and you infuse a new and invigorating element into the very lifeblood of civilization, an element which will diffuse itself throughout every vein and artery of the social and political system, purifying, strengthening, and regenerating all its impulses, elevating its aspirations, and clothing it with a power equal to every demand upon its vast energies and resources.

"These are some of the results which must follow in the train of a wisely matured and judiciously organized system of universal education. They are not imaginary, but sober deductions from well authenticated facts, deliberate conclusions, and sanctioned by the concurrent testimony of experienced educators and eminent statesmen and philanthropists. If names are needed to enforce the lesson they teach, those of Washington, and Franklin, and Hamilton, and Jefferson, and Clinton, with a long array of patriots and statesmen, may be cited. If facts are required to illustrate the connection between ignorance and crime, let the officer's return of convictions in the several courts of the State for the last ten years be examined, and the instructive lessons be heeded. Out of nearly 23,000 persons convicted of crime, but 128 had enjoyed the benefits of a good common school education."

The influence of education in New York is still further illustrated in a report of the Board of Education of the city of New York on the system of popular education, May 28, 1851. The report appears to have been in answer to a message of the mayor on the increase of expense in the police, almshouse, and school departments, which may be ascribed doubtless to the great influx of foreign emigrants. The report is a most able defence of a system which has been found in New York to give increased elevation to morals, additional value to property, and higher respectability and safety to the city.

"The mayor has associated the department of common schools with those of the almshouse and police. There are near and interesting relations existing between these several departments. So intimate indeed are these relations, and so immediate and strong are the reciprocal influences springing out of them, that the more you cherish and sustain the one, the more you relieve the other, and the more liberal and diffusive your system of education, and the more you contribute for its improvement and extension, the less you will have to pay for the maintenance of the other two departments."

"The more you subject all to the elevating, refining, and conservative influences of a wholesome, moral, intellectual, and industrial training, the more you relieve your almshouses and police. Extend education, and you diminish pauperism and crime. Increase the number of schools, and you diminish in more than a corresponding degree the number of those who are otherwise to become the recipients of your charity, or the subjects of your penal code. Between these alternatives you must decide. Can the choice in a civilized and Christian community be either difficult or doubtful, I will not say to the philanthropists merely, but even to the taxpayers?"

The city of New York continues to increase its appropriations for schools; and its progress in the arts, commerce, wealth, and population attests their value.

The splendid library recently founded with a bequest of half a million of dollars by Astor, originally a poor German emigrant, will find many readers in New York, and add much to the attraction of the city.

On the southwest, New York borders on Pennsylvania, a rich, central, agricultural State, early settled by the Swedes, Germans, and English Quakers. In 1682 William Penn formed the first constitution of the colony, and incorporated this clause into his frame of government. "Wisdom and virtue are qualities which, because they descend not with worldly inheritances, must be carefully propagated by a virtuous education of youth." Although the value of education was thus recognized by the first lawgiver of the colony, his successors appear to have forgotten the policy enjoined by their ancestors, and paid little regard to it until the year 1831, when the system of popular instruction was established in the State.

At the outset, great difficulties were encountered in the

apathy of the German population, and the want of competent teachers. These were increased by the pecuniary embarrassments in which the State was involved by the failure of its banks, and the management of the public works: but gradually these obstacles have been surmounted. The State has recovered from its depression, resumed the payment of the interest, and, since 1844, annually appropriates \$200,000 in aid of the public schools. The value of normal schools has also been recognized, and several are now established.

The State has been divided into districts, and each is required to assess taxes sufficient, with its proportion of the public fund, to provide instruction for three or four months yearly. We subjoin a condensed table of the population, schools, and school expenses of the State:—

Population of the State, 1850, -	-	-	-	2,311,786
ditto 1840, -	-	-	-	1,724,033
Number of children registered in schools in 1851, -	-	-	-	424,344
ditto ditto 1835, -	-	-	-	32,544
Average length of short term, 1835, -	-	-	-	3 mo. 12 d.
ditto 1851, -	-	-	-	5 mo. 1 day
Average salaries of male teachers per month, -	-	-	-	\$ 17.20
ditto female, ditto, -	-	-	-	\$ 10.15
Number of schools in 1851, -	-	-	-	8,510
ditto still required, -	-	-	-	674
Entire expense of schools, -	-	-	-	\$926,447.65
Amount in above items for structures, -	-	-	-	\$253,741.06

In the brief period of sixteen years the pupils have increased thirteen fold. The term of instruction has been extended nearly fifty per cent., and provision made to qualify a superior class of teachers in normal schools.

Pennsylvania has not only secured its schools, but has ascertained, by its experience, that the most efficacious plan to educate a community is to train the teachers, enabling them to acquire knowledge, and the most improved modes of imparting what they acquire. The whole State is alive to the importance of institutions affording ample means for teachers to learn their duties before attempting to perform them; and those who have questioned the value of such institutions are now their most ardent friends.

The superintendent of the schools, after dilating on the importance of having good teachers, and giving testimony to the value and popularity of the normal schools, submits to the State a plan for an agricultural college, for the gratuitous instruction of the most promising youth, and estimates the annual cost at \$45,300.

Philadelphia, the commercial capital of the State, and the second city in the Union, anticipated the action of the State, but did not commence its common school system until 1818, or open its schools to the whole community until 1836. In the

last fifteen years, however, it has laid the foundations deep and wide, and is now making progress in its free schools. No improvement escapes its notice. The form, size, and classification of its schools are subjects of study. The most liberal provision is made for preparing teachers in normal institutions.

Females are very generally employed in the primary and grammar schools, with favorable results. This furnishes a most appropriate occupation for women, besides reducing the cost of tuition. A high school has been formed to receive the *elite* pupils of the grammar schools, and the qualifications for admissions have been gradually raised, and the studies advanced, until a collegiate education is now given at the public expense, and degrees of Bachelors and Masters of Arts are conferred on the graduates.

In this high school are employed ten professors and two assistants. Five hundred and five students are on the register. The course is four years, and instruction is given in the classics, French, Spanish and the higher mathematics, logic, elocution, and philosophy in all its branches; chemistry, navigation and phonetics; and all who enter are obliged to pass a severe examination in reading, writing, grammar, arithmetic, geography, algebra, and geometry. The principal reporters of Congress are phonographic reporters from this institution. We subjoin, in tabular form, a brief view of the state of education in Philadelphia:—

		1840.	1850.
Population of Philadelphia,	- -	228,691	408,766
Number of schoolhouses,	- -	16	60
ditto teachers,	- -	190	928
ditto scholars,	- -	19,000	48,000
Expenditures for schools,	- -	\$190,000	\$336,000

The rapid growth of the State and its metropolis, in manufactures, commerce, buildings, population and the useful arts, shows that education has not checked their career; while the popular feeling which has been awakened in its behalf where apathy formerly prevailed, attests its beneficial influence.

We have thus cited three of the leading States, and three of the principal cities of the Union, to illustrate what progress the United States have made, and are still making, in education. But let it not be supposed that the subject is disregarded in other sections of the Union; although in some of the Southern States, where the population is sparse and slavery exists, less zeal is evinced. Even there the influence of the leading States is widely felt, and a spirit of inquiry and rivalry is awakened.

In Richmond and New Orleans measures are in progress to improve their system of free schools. In most of the Western and Southwestern States, large reservations of land have been made by Congress for the purpose of education, which will soon

be, or already are, productive. The remote city of St. Louis, in the border State of Missouri, appropriates yearly \$100,000 to the public schools,—a sum greater in proportion than the disbursement of New York; and even in Texas, where a few years since the bowie-knife and revolver were used to settle all difficult questions, the Journal of Commerce apprises us that schools exist in every county, and nearly 200 churches are in progress. So many States are now embarked in education, and such is the current in its favor, that none can resist the force of public opinion. The school rises in the forest, and is but the precursor of the spire and belfry of the village church. Religion, if it may not guide, is a close attendant upon the schools of America.

On the western frontier of the Union, on the bank of the Mississippi, lies the frontier State of Iowa, one of the youngest members of the confederacy. The adventurous settlers have but just built their cabins and marked out their shire towns and villages, but they have carried with them the love for learning; and on those prairies where the Indian but yesterday figured in the war-dance, or chased the buffalo, the philosopher now plans a system of moral and intellectual culture.

A superintendent of schools has already been appointed, and education provided for by an organic law. The central government here, with wise liberality, reserved for education a million and a half acres of land, valued at two to three millions of dollars. A portion is already productive. Public provision has been made for the instruction of the deaf and dumb. A treatise by Mr. Barnard on school architecture is circulated at the public expense. Three colleges have been founded. Two normal schools have been instituted; district schools have been commenced; the old theory that the parent and schoolmaster were responsible for the education of the child has been exploded, and the *State* is held responsible for the education of its youth.

Such are the state and prospects of education on the very verge of the wilderness, more than 1200 miles from tide water, in a State which numbered but 43,000 people in 1840, and but 192,000 souls by the late census.

After this glance at particular States and cities, the reader will not be surprised at the results which we condense from Mitchell into the following summary. The returns embrace States containing more than two-thirds of the inhabitants of the Union. The others have not yet published their returns:

Number of children in States making returns of educational age,	- - - - -	3,723,756
Number of children attending public schools in same,	- - - - -	2,967,741
Annual expenditure on public schools ditto,	- - - - -	\$7,086,693
Number of students in colleges, law, and medical schools,	- - - - -	18,260

Number of volumes in public libraries of the United States, - - - - -	3,954,375
Number of volumes in college libraries, - - - - -	846,455
Amount of public school funds beside land, - - - - -	\$17,957,652
Population of the United States, 1850, - - - - -	23,256,972
Estimated population, December, 1852, - - - - -	26,000,000

The zeal for education in the United States has passed their borders, already animates Upper Canada, and is gradually penetrating the provinces of Lower Canada and Nova Scotia. Normal schools have been for some time in progress in Upper Canada, and will soon find countenance in the other provinces. The comparative progress of these colonies may be inferred from the annexed table :

Canada, West, 1849, population, - - - - -	803,566
" " " children in public schools, - - - - -	151,891
" " " paid for salaries, - - - - -	\$330,720
" East, " population, - - - - -	768,344
" " " children in public schools, - - - - -	73,551
" " " public grant, - - - - -	\$50,772
Nova Scotia, " population, - - - - -	300,000
" " " children in public schools, - - - - -	30,631
" " " annual expense for same, - - - - -	\$136,286

While the upper province of Canada readily adopts the school which has borrowed from the improved system of Ireland, the French inhabitants of the lower province cling more tenaciously to their ancient usages and habits. Railways, however, are fast invading the provinces, and will soon bring them in contact with their more mercurial neighbors, and obliterate their prejudices.

Our glance at education in the Transatlantic States leads us to some important results. We glean from it, not only the facts that more than 3,000,000 of pupils attend the public free schools and that large funds are accumulating for the purposes of education, but we deduce more interesting conclusions. It is obvious that the system of public instruction has taken firm hold of the public mind, and is eminently popular and progressive ; that it is pervading the entire country, and assuming a higher tone and character.

There is a determination in America to unite the thinking head with the working hand, and to elicit all the talent of the country. The system of public schools drew Daniel Webster from obscurity to guide and enlighten his country ; and more Websters are required. The respect for education displays itself in the embellishment of the grounds of the country schools. In place of the low and comfortless school-room, brick structures are now reared in the large towns, seventy feet in length by sixty in width, and four stories high, well ventilated, and warmed by furnaces. The books are improved, and libraries provided. The local committees give place to able superin-

tendents and boards of control. Music is added to the studies, — schools of design are established, — normal schools to prepare teachers, are provided. Institutions are started to educate the deaf, dumb, blind, and idiotic : all these are at the public charge. Academies and colleges follow, and schools for arts, law, medicine, and divinity succeed ; and to stimulate the whole, teachers' institutes, school journals, and agents are employed by the State to disseminate information, and fan the public enthusiasm. Appeals are constantly made to the public to suffer no waste of talent or intellect ; to give the luxury of learning to the class doomed to toil, and to counteract the bad influences of the home of the illiterate emigrant by the attractions of the school.

Under these incentives the taxes for schools are cheerfully paid, and education progresses. What are its effects ? Do we not see them in the quickened action of the American mind, in its more rapid adaptation of means to ends ; in the application of steam and the great water power of the country, as a substitute for labor ; in teaching it to move the spindles, the loom, the saw, drill, stone-cutter, and the planing, polishing, and sewing machines ; in replacing the living man and woman by steam carpet looms and artificial reapers ; in teaching the locomotive and car to surmount steep acclivities, and wind round sharp curves at trifling expense ; in designing new models and new modes of constructing, rigging, and steering ships upon the sea, diminishing the crews while doubling the speed and size of the vessel ; inventing new processes for spinning and bleaching ; new furnaces for the steam engine, and new presses for the printer ?

A few years since, the question was asked by a distinguished divine, " Who reads an American work ? " The question now is, " Who does not read an American book, journal, or newspaper ? " The trained soldier can effect more than the raw recruit, and the skilled artisan more than the rude plough boy. Disciplined America can entrust the guidance of her mechanism and the teaching of her children to the trained female, and devote the strength and talent of the male to agriculture, navigation, construction, and invention. Temperance seems to follow in the train of education. Thirty years since spirits were used to excess in many of the States. A marked change has occurred as education has advanced, and now in some States the sale of spirits is almost discontinued. The saving thus effected, more than counterbalances the whole cost of education.

The effect of education on morals is well illustrated by the progress of Massachusetts in one branch of manufactures, that of boots and shoes. While in some countries the manufacturer dares not entrust the materials to the workmen at their houses, in this State the artisans are scattered in their rural homes, the materials sent to them with entire confidence, and returned

weekly ready for the market. Among other great branches of industry, this now amounts annually, in this little State, to £6,000,000 sterling.

In this same State, in the face of a large immigration of laborers from Ireland, and liberal outlay for their shelter, pauperism has been virtually receding. We learn from Hunt's Merchant's Magazine for June, 1851, that in the twelve years preceding, in that State, population had increased 40 per cent., wealth 120 per cent., and the cost of pauperism but 38 per cent., although 2,880 foreigners were aided in 1837, and 12,334 received assistance in 1850. "Thus, in twelve years," the writer remarks, "the cost of maintaining the poor, distributed *per capita* upon the population, has fallen from 44 cents per head to 43, and the percentage on property has been actually reduced one-third. Native pauperism is comparatively diminished, and the principal draft on the charity of Massachusetts is the temporary aid given to the foreign emigrant.

We learn by the census returns lately published, that in 1850 the whole number of churches and meeting-houses in the United States was 36,011, containing 13,849,896 seats, or room for three-fifths of the existing population. In this growing country nearly one-fifth of the inhabitants are under the age of six; and if we deduct those who from sickness, extreme youth, old age or domestic duties are unable to worship together, this must be a very liberal provision. By the same returns we find the whole number of foreigners in the country was 2,210,828, or less than one-tenth the entire population; and while the annual expense for paupers was but £600,000, the permanent foreign paupers were 13,437, and the native 36,947 only. With respect to crime, the ratio is still more striking. Of 27,000 crimes in the United States during 1850, no less than 14,000 were committed by foreigners. In a country whose natives are educated, more than half the crimes are traced to illiterate foreigners, forming less than one-tenth of the whole population.

It seems, then, to be established in America, that general education increases the efficiency of a nation, promotes temperance, aids religion, and checks pauperism; while all concede that it diminishes crime. Why should its effects be different in England, and why should we not find, in education, a cheap and most admirable substitute for prisons and penal colonies? If in America holders of property sustain education, because they insure their own safety, and the security of their fortunes, by the instruction of the masses, why should not the same results attend education in England?

Again, if America with all accessions from natural growth and immigration, cannot afford to lose the mines of intellect hidden in the popular masses; if she is not rich enough in intellect to suffer their faculties to run to waste, can England,

comparatively stationary in growth and population, afford such loss?

The future contests of nations will not be confined to war-like encounters. They will be in the field of science and arts, and that nation will attain to the highest distinction which shall excel in the arts of peace. If other nations are cultivating and developing the human intellect, let not England be distanced in the course. She can appreciate the effective force of the skilled artisan, the disciplined soldier, and trained athlete. Will she not appreciate the value of disciplined mind, of educated labor? Do not her position, climate, and wealth, enable her to wield them with the most advantage. If the humble citizen of a village in America considers himself the foster father of the children of the poor, the natural guardian of those Heaven has intrusted to him, and under moral obligations to educate his wards, will the philanthropists of England exhibit less benevolence? And is there any country in which the natural powers of the mind offer a more favorable field for cultivation—in which education is likely to yield a more plentiful harvest—than England? We have so lately given a full consideration to the subject of popular education in this country, that we need not here dwell upon its importance: we will only add our conviction, that whenever the conflicting religious views which now impede its extension, shall have been reconciled, no difficulties of a merely economical character will prove insuperable.

AMERICAN SYSTEM OF EDUCATION. A HANDBOOK OF ANGLO-SAXON ROOT-WORDS.

We warn our friends against buying this book. We have no fear that they will ever use it. No intelligent man could fail to detect the absurdity of its plan, and its thousand faults of detail. It purports to be a part of an American System of Education, and to be prepared by a Literary Association. But we can discern only one hand throughout, and although there are blunders enough for twenty, and some inconsistencies, we doubt whether more have been employed on it. The pretentious title-page is somewhat disgusting. It seems quite modest, however, after reading a letter and a dialogue prefixed to the book, which are so conceited as to move at once our mirth and indignation. The dialogue professes to give an account of an interview between Mr. B., "a practical teacher," and a "Member of the Literary Association," and Mr. B. is made to play the part of a monstrous ignoramus, in order that the Member may instruct him in a few trite facts about the English language, and force him to admire the plan of the Hand-Book. Of course

the teacher is overwhelmed with the science of the Member. "Enough, enough, sir!" he exclaims. "You have convinced me that I know little or nothing of my own language. The Hand-Book I shall study." "Sir," rejoins the Member with exquisite complacency, "we have a noble language. Let us understand and teach it to the people." It is gratifying after this to read the letter from Dr. Lionel Wisdom, in which the whole Literary Association are talked to in the same patronizing and majestical tone which the Member had employed towards the teacher. This Solomon, who is probably the same person as the Member and the author, (if indeed he be not the whole Literary Association,) seems to wish to give us the impression that he had never seen the Hand-Book, to which he was really writing a preface.

A list of the Anglo-Saxon words preserved in our language, though it would be useless as a school-book, however carefully made, would certainly possess some curiosity for the advanced scholar. It should be accompanied by a corresponding list of the words we have adopted from the French and the Latin. And we should have reason to thank any competent person who would take the pains to compile such a document. But for children of any age, a work of this sort would have no conceivable value. The mere fact that such and such words are Anglo-Saxon is of no consequence to them. The author of the present volume had read in the Edinburgh Review, that the most useful and the most expressive words in English are Anglo-Saxon. If he could find a set of children who did not know these words, it would certainly be kind of him to teach them these precious vocables. And this he really seems to have proposed to himself. It does not occur to the author, that long before a child has arrived at the age of eight, (when, according to Dr. Wisdom, he needs such a book,) he is as familiar with the greater part of these terms as he possibly can be. The Literary Association appear to think that a child gets quite through its infancy without acquiring the meaning of such terms as house, mother, arm, mouth, day, sun, and a thousand others. At the age of eight he is to be instructed in them — and from a book! The Association will, perhaps, make a subtle distinction. Children know *what objects* these words denote, but they do not know "*the meaning*" of the terms. This is the notion that deludes the author of the Hand-Book. No one knows the meaning of a thing who cannot give a definition of it. It is not enough that the sign should instantly suggest the thing signified. A child must be able to find *two* expressions for one thing, before he can be said to know what he is talking about, and then he is presumed to understand what he means, whether he comprehends his definition or not. Children under eight have up to this time been ignorant whether they have ears or not, but

henceforth, those who have arrived at that age may study our Hand-Book, and learn that an ear is "a shoot—the organ of hearing," which clears the matter up very satisfactorily.

But the author of this volume evidently had no definite idea of what he wished to do—except to make a book. Neither of the offensive prefaces contains any precise statement of the object intended to be accomplished, although a great deal is said about the best way of accomplishing something. What is actually done amounts to this. A thousand familiar words are selected, and grouped under certain heads. The author has a high opinion of the classification. We have not. But let that pass. An attempt is then made to give both the primitive meaning of these words and their present acceptation. The first part of the undertaking is a manifest impossibility; the second is quite superfluous, because the child has a dictionary and wants *no* dictionary. The *actual* meaning of the most important names of objects, qualities, and actions, may be safely considered the original one. But if it is not, lexicographers are not in a condition to throw much light on the matter. It is the fashion of some impertinent etymologists to explain one primitive word by another, the second by a third, and the third again by the first,—an absurd procedure which destroys our whole stock of roots. We do not know where the author of this book found such gems as these;—"sister, set;" "fish, lively;" "tree, tall;" "in, a cave;" but we do know that speculations of this sort, unsatisfactory to scholars, are the last things to be taught to children as positive facts. Some of the so-called primitive meanings given in this book, are palpably and ridiculously false; a few are probably true; of the greater part we are unable to decide—and children do not need any of them.

Since, then, those for whom this book is intended know as much about the words it professes to explain as they can learn, and almost as much as can be known, what is the use of bringing these thousand words together? Why, perhaps to teach young children that they are Anglo-Saxon—Anglo-Saxon *Root-words*;—a valuable fact, to be sure! This being all that the book could accomplish on the most favorable supposition—and probably, after all, the secret object of the author—it remains only to inquire whether the words selected *are* Anglo-Saxon, and whether they are *Root-words*. Hastily passing through the book, we picked out the following specimens of pure Saxon:—*acid, armor, bishop, castle, court, church, creed, canon, elephant, form, gong, kitchen, liquor, mix, monk, mount, fear, priest, provost, prove, part, peace, prime, pen, post, radish, second, tower*. We will add a few choice samples of *Roots*: *maker, shoe-maker, ploughing, bedroom, outhouse, washstand, husband, housemaid, shepherd, nostril, silversmith, fishmonger, hand-*

barrow, Sunday, whortleberry, seed-time, high-priest, door-post, ship-wreck, washerwoman, undershot-wheel, overshot-wheel. There are over one hundred and fifty such primitives in this collection.

Before entering on the study of "Anglo-Saxon Root-words," the learner (a child of eight years,) is prepared for the task by thirty-five "instructions" above the "spoken word" and the "written word," pictures, symbols, the sources of English words, articulation, and the like. These instructions, even if they were happily expressed, would be of very little use to young learners, and would serve in most cases only to make easy things hard. But as they stand in this book, they are highly objectionable. They often contain false statements, and the language is generally incorrect, silly, vague, or even quite unintelligible. We doubt whether anything would be learned from them but mistakes, affectation, and bad grammar. To justify so sweeping an assertion, we will quote a few passages, which are only a fair specimen of the whole. "*A word is that which passes from the lips.*" (P. 13.) (The italics are not ours.) "Speech is a rich gift, and is shared alone by man. It is the power to think and feel aloud. It gives us the spoken word." Ib. "The spoken word comes to the ear. Without hearing, it comes in vain. There is no sound. We could make none ourselves: we could not hear what others make." (P. 14.) "*Speech is the power of making known what we wish in sounds.* It breaks up the silence of the heart. We think and feel aloud." Ib. "The eye could never give us a written word, if left to itself. It needs the help of touch." (P. 16.) "*A word is simple voice; as a. o.* It is formed by opening the mouth." "*A command is a jointed sound.* It is formed by joining parts of the mouth together." (P. 19.) "The name *Anglo-Saxon*, is taken from the names of two German tribes, *Anglos* and *Saxons*, who settled in England A. D. 450. Their language became the speech of England in A. D. 836." "*Enunciation is the way in which we give out the sounds of letters.*" (P. 25.) Equally accurate is the definition on page 145. "*Words are the sounds that pass from the lips.* They are formed on the organ of speech." "If we notice the voice as we sound the letters of the alphabet, we will see that it goes forth in different ways." (P. 25.) "Instead of writing each word by a mark, for then we would have to write and know eighty thousand marks." (P. 18.) And so on page 147: "If we take now the thousand words we have learned and look at them in their beginnings, we will see clearly what they mean. We will find *clasp, fingers, grope* and feel beginning with the hands."

We will now make a few selections from the thousand Root-words, for the purpose of giving the reader an idea of the definitions which are affixed to them.

Mind, possessing.
 Thought, that is drawn out.
 Love, to lean forward.
 Nun, not up, or mature.
 Wheat, next to rice, the most useful grain.
 Pear, the well known point of the pyrus.

We add a few more, which exhibit, better than those given above, the exact erudition of the compiler. The brackets are ours.

Woman, [*wif-man*] source of man.
 Creed, [*credo*] that on which we rest.
 Chestnut, [*chastaigne, Castanea*] castle nut.
 Priest, [*presbyter, elder*] one who stands before others.
 Garlic, [*spear leek*] a dart.
 Radish, [*radix*] ruddy.
 Gong, [*Chinese*] going? [apparently compounded with old English gong, a privy.]
 Hen, a cock.
 Whither, at what place.

Each word is accompanied with a question which the teacher is to ask and the learner to answer. This process is intended to teach the usage of the word. The questions are in general perfectly insipid and sufficiently harmless. The writer, however, sometimes contrives to make them convey a false impression, or at any rate set an example of bad English.

"Laughter, audible mirth. Can you make laughter?"
 "Fat, plump or fleshy. Are infants fat?"
 "Nice, tender; delicate or fine. Are chairs nice?"
 "Heathen, a dweller on the heath. Shall the heathen be converted?"
 "Mistletoe. — Did the Saxons venerate the mistletoe?"
 "Boor. — Were the Saxons boors?"
 "Saturday. — Was Saturn worshipped on Saturday?"

The Literary Association insist a great deal on their classification, and it would be unjust not to furnish the reader with some specimens of their skill in this way.

ONE HUNDRED AND FOURTH STUDY.

QUALITIES OF THE MANUFACTURER AND MANUFACTURING.

MANY, numerous.
 Are there *many* manufacturers?
 SOME, taken together; a certain quantity.
 Are *some* manufactures useful?
 RAW; rough; not altered by man.
 Is *raw* silk made into ribbons?
 ALL, the whole; the whole number.
 Are *all* manufactures used by men?

ONE HUNDRED AND SIXTH STUDY.

QUALITIES OF A SAILOR AND SAILOR'S LIFE.

MERRY, brisk ; gay and noisy.

Are sailors merry ?

ONE HUNDRED AND SEVENTH STUDY.

QUALITIES OF THE LEARNED PROFESSIONS.

High, lifted up ; raised above us.

Is the gospel ministry a *high* calling ?

Wordy, full of words.

Are some wise men *wordy* ?

Blank, white, or void ; void or empty.

Is *blank* paper needed ?

We commend two thirds of this last study to the special consideration of the Literary Association.

The subject of the 156th Study is "Events of God." We do not know what the phrase means, but here are the "events." EARTH, HEAVEN, SUN, MOON, STAR, WORLD, MAN, FALL, GOSPEL, DAYSMAN, PEACE.

But we are quite sick of this contemptible performance, and will add only a word more. We think we have shown what we asserted at the beginning, that the plan is foolish, and the execution in every respect bad. There is indeed hardly a page in the book that does not swarm with mistakes. The ignorance of the compilers is only equalled by their effrontery. They have put forth two other volumes, in which they pretend to treat of derivative words and "the engrafted parts of our language." But it fully appears from what has been said, also, that they do not know a derivative word from a root, while they call the simplest Latin words, Anglo-Saxon. And what is worse, it appears that they cannot write English with perspicuity, simplicity or correctness. We have taken no notice of some extraordinary misconceptions about the history and structure of our language, which, if they are developed in the other Hand-Books, must make them at least as bad as the present. It is really inconceivable that such books should obtain any circulation, but Dr. Wisdom is "happy to learn," what we are ashamed of, that "the two Hand-Books already published find an open and hopeful field." The country is flooded with shallow and ignorant books on language and grammar. It is notorious that they are smuggled into use by scheming agents, who undertake the business as a mercantile speculation, and make it as profitable as the selling of patent medicines. Both kinds of quackery have been readily swallowed by our people. We have nothing to do with medical charlatanry. Let every man answer to own conscience for the bitters he takes himself, and the pills he gives his children. But teachers and school committees are responsible for the books that are put into the hands of the young, and easi-

ness and indifference about the matter is a serious dereliction of duty. We know that it is vain to propose any remedy for the abuses that exist. But we believe that our State will never be delivered from the nuisance of bad school-books, until the Board of Education are vested with a censorial power.

Resident Editors' Table.

GEORGE ALLEN, JR., *Boston.* } RESIDENT EDITORS. { ELBRIDGE SMITH, *Cambridge.*
C. J. CAPEN, *Dedham.* } { E. S. STEARNS, *W. Newton.*

THE MASSACHUSETTS TEACHERS' ASSOCIATION.

The Ninth Annual Meeting of the Massachusetts Teachers' Association, will be held in Boston, on Monday and Tuesday, the 21 and 22d of November.

The Association will assemble on Monday P. M., at 3 o'clock, for the transaction of preliminary business, and to hear the report of the Treasurer, and of the Special Committees to whom have been assigned respectively the following duties:—To petition the Legislature for a Charter.—To report what amendments to the Constitution are needed.—To superintend the Publication of the Transactions.—To report in regard to a Seal for the Association, and a Form of Certificate of Membership.—To petition the Legislature for pecuniary aid.—To examine also be assigned for the election of officers for the ensuing year. the Prize Essays, and report in regard to the same. A time will

Lectures will be delivered as follows: Monday evening, at 7½ o'clock, by Professor Calvin E. Stowe, of Andover.—Subject, "The Use of the Bible in a course of Elementary Education."

Tuesday, P. M., at 3 o'clock, by C. C. Chase, Esq., Principal of the High School, Lowell.—Subject, "The kind of School Government demanded by our Free Institutions."

Tuesday Evening, at 7½ o'clock, by Edward Beecher, D. D., of Boston. Subject—"The Influence of the Emotions and Passions in the Culture of the Intellectual Faculties."

Discussions will be held upon the following subjects:—"The Best Methods of imparting Moral Instruction in Schools;"—"School Supervision;" "The Self-reporting System of School Government;" or upon such subjects as the Business Committee shall recommend.

It is expected that the usual facility by the railroads will be extended to teachers attending the meeting.

Teachers and friends of education generally are invited to be present and participate in the deliberations.

The place for the meeting of the Association is necessarily omitted.

CHARLES J. CAPEN, *Sec. M. T. A.*

CIRCULAR.

Notice to the School Committees, and others whom it may concern, of the several towns of the Commonwealth, respecting the "State Scholarships," and the "Aid to Attendants on the State Normal Schools," provided for by the Legislature at its last session.

I. STATE SCHOLARSHIPS.

By the first Section of the Act, entitled "An Act establishing State Scholarships," approved April 27, 1853, chapter 193, forty-eight State Scholarships are established "to aid in educating and training young men for the office of principal Teacher in the High Schools of the Commonwealth."

By the Second Section it is enacted, that in the year 1854, again in the year 1861, and every ten years thereafter, the Commonwealth shall be divided by the Board of Education into forty Sections, and these Sections arranged in four classes of ten Sections each in the manner therein directed, each of which classes of Sections shall be entitled to one scholarship for each of its Sections alternately once in every four years, beginning in the year 1854. Notice of this division and arrangement is to be given by the Secretary of the Board of Education to the School Committee of each town in the Commonwealth.

The third Section provides that the School Committee of every town, in each class of Sections, may in the year designated recommend, as candidates for Scholarships, one or more young men, inhabitants of their town, who, in their opinion, and in the opinion of a competent teacher, to be certified in writing to the Board of Education, will be well fitted for college at the commencement next succeeding, and that the Board of Education, together with the Senators respectively who shall for the time being reside within the Section from which the selection is to be made, shall select from the candidates so recommended, one in each Section whom they shall judge most deserving and most likely to become useful as a teacher. If no Senator shall reside within said Section, the Board alone are to make the selection, and in case of a deficiency of candidates from the class of Sections from which the selection is to be made in any particular year, the Board may complete the number from the State at large.

Section fourth provides for the selection of two other candidates by the Board alone in each year, thus completing the number of forty-eight to be selected in four years.

In other parts of the Act it is provided that one hundred dollars per annum shall be paid to each scholar so selected, for the term of four years, while attending any college in the commonwealth, provided he shall produce from the President of such college a certificate that he has been, during the year, faithful in his studies, exemplary in his deportment, and that he ranks in scholarship among the first half of his class, and

twenty-five dollars per term, for two terms, during which he may attend any one of the State Normal Schools after leaving college; that each scholar so aided shall teach in the public schools in the Commonwealth a term of time equal to that for which he has received the bounty of the Commonwealth, and that, if he shall fail so to teach, he shall refund the amount received, or a part thereof, in proportion to the time he shall so fail, provided he be in competent health, and can find employment. The last section makes the necessary appropriations to sustain and carry out the foregoing provisions. Such is the import of the Act to establish State Scholarships.

The Board of Education will hold a special meeting in January next, for the purpose of dividing the State into sections and classes of sections, according to the provisions of the Act before mentioned, and immediately thereafter the Secretary of the Board will give notice to the School Committees, informing them of said division and classification, and of the order in which they will thereafter be entitled to present candidates for scholarships, according to the provisions of said Act.

II. AID TO ATTENDANTS ON THE STATE NORMAL SCHOOLS.

The following is the "Resolve, for Aid to Attendants on the State Normal Schools," approved April 30, 1853. Chapter 62.

"*Resolved*, That as the attendance on the State Normal Schools is more expensive to persons living remote from them, than to those living in or near the towns where they are situated; and as the wages paid for teaching in the public schools, are usually less in towns thus remote than in those in the immediate vicinity of said schools, where an increased interest in education is generally created through their influence, from and after April 1, 1853, the Board of Education shall be authorized to receive annually, on their requisition from the Treasurer of the Commonwealth, in conformity with the provisions of the 219th, of the laws of 1846, a sum not exceeding \$1,000, for each of the State Normal Schools, to be expended in aid of those who find it difficult to meet the expense necessarily incurred by attending the same; the distribution of said sum to be left to the discretion of the Board, after consulting the Principal of each school where such aid is rendered."

Pursuant to the provisions of the foregoing Resolve, and in accordance with what appears to be the intention of the Legislature as expressed in the preamble thereof, the Board of Education, at its late meeting, held June 3, 1853, adopted the following plan for distributing the sums appropriated for the purpose aforesaid.

"1. The sum to be distributed to the pupils, of each school, in any one term, shall not exceed \$333.33, and any unexpended balance of a previous term.

"2. The distribution shall be confined to the second and third terms of the attendance of pupils, and to those who reside ten or more miles from the school.

"3. The distribution shall be made only to those pupils who have not the means of defraying the expenses of a course of instruction at the Normal Schools, and who shall bring from the school committees of the town in which they reside, a certificate to that effect, and who shall give entire satisfaction to the Board, of their possessing the character, habits of application and capacity requisite for becoming successful teachers.

"4. The distribution shall be made to such pupils as aforesaid, in the following proportions: to each pupil who lives ten and under twenty miles from the school, by the nearest route, a sum, the amount of which shall depend upon the number, among whom the whole is to be distributed; to those who live twenty, and under thirty miles from the school, twice as much to each as to one of the first class; and to those who live thirty miles or more from the school, three times as much to each as to one of the first class; provided that the first class of pupils, shall not receive more than fifty cents per week, each; those of the second class, not more than one dollar per week, each; and those of the third class, not more than one dollar and fifty cents per week, each.

"5. The distribution aforesaid, shall be made by the Visiting Committee of each school, after consulting the Principal of such school.

"6. The first distribution shall be made for the Autumn term of the year 1853."

By Order of the Board of Education.

BARNAS SEARS,

Secretary of the Board of Education.

Boston, June 14, 1853.

The failure of this number of the "Teacher" to appear on the 1st of the month is on account of its having been delayed for the purpose of inserting the Circular of the Massachusetts Teachers' Association. The Publisher, Mr. Samuel Coolidge, has ever been prompt in the performance of his duties, and neither in this nor in any other case, is he responsible for delay in the issue of this Journal. He has been especially zealous in his efforts for punctuality. We believe this is the first instance of failure during the year. We trust the apology will be deemed sufficient.